Exhibit

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Pediatrics Examination

EXAMINEE PERFORMANCE PROFILE REPORT



ID: 2138

Name: Zangara Jason Andrew

665060 - Caribbean Medical University School of M

Total Equated Percent Correct Score: 52 Test Date(s): 06/18/2021

Score Interpretation Guide for Examinees

The enclosed performance report lists your subject examination—the and provides it determinance crofile to aid the self-assessment. NBME—subject examinations provide medical schools with a too in the examinees, understanding of the clinical sciences. Questions on the examinations were written and reviewed by national test committees preparing material for Step 2 Clinical knowledge (CF) of the United States (Medical discharing Examination accessed in Prior to publication destroyments are reviewed by a panel or course directors representing the contest of each examination. Although the elexaminations are designed to be broadly appropriate as part of overall examinate assessment, course objectives, any across sons ols, and the congruence between subject examination content and course objectives are considered as each clear retempeting test scores.

Subject Examination Scores

The subject examination score is an equated percent correct score that represent in interry of the content domain assessed by the examination. It is calculated as a percentage of items in the total content domain that would be an opered correctly based or an examinee's proficiency level on the test. The subject examination occres are equated across test administrations and are statistically adjusted for variations in test form difficulty. Consequently, these scores can be used to compare and track school and examinee performance over time.

The subject examination scores are placed on a classic percent correct metric to each interpretation and use. This scale provides a useful tool for comparing your performance with that of a nat-originy representative g oup taking the examination as all end-of-clerkship assessment.

For recent administrations, the mean and standard deviation for first-time examinees thun LCME-accredited U.S. and Canadian medical schools were approximately 79 and 8, respectively

Precision of Scores

Measurement error is present on all tests, and the standard error of measurement is 100 provides and idea of the Graphecision of scores. The SEM indicates how far the score you earn on the examination is likely to may from you, indue proficiency level, the SEM is approximately 4 for this examination.

Using the SEM. It is possible to calculate a score interval that indicates now much a confight vary conscrepation testing using different sets of items covering the same content. At interval that will encompass about two thirds of the observed scores for a given true score may be found by adding the SEM to a score and cuptracting it from that score is remainful in your discordance on the examination is 75, the score you achieved on the examination will call the first out of three calculatives. The and 75 (75 - 4 and 75 + 4)

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MAINE PERON VANCE PROFILE RESOLUT



Higher

ID: 2138

Name: Zangara Jason Andrew

665060 - Caribbean Medical University School of M

Total Equated Percent Correct Score: 52 Test Date(s): 06/18/2021

Your score is shown above. The performance profile provides information regarding in a submont with performance compared to the performance of first-time takers from LCME-accredited medical schools which the lexamination as a final election examination under standard testing conditions. The certification represents the message formance of this comparison group Performance pands indicate areas of relative strength and weak less. Some bands are wider than a chiefa. The width of a

performance band reflects the preciuon or measurement narrower bands indicate pleater precision. Stribed shading of a band indicates that your performance pand extends beyong the displayed partion of the or her Behause many of the content areas are based on a relatively small number of items, chall differences in the location of all lice should not be over-interpreted. If two bands overlap, performance in the associated areas sold lid interpreted as the base note that many items they contribute to more than one content area. The caution when interpreting differences in performance across content areas

	Lower	Average	Higher
Organ System/Topic	Performance	Performance	Performance
Gastrointestinal System			
Diseases of Skin and the Nervous and Muscalosseletal Systems			
Cardiovascular and Respiratory Systems			
Female Reproductive, Obstetric, and Endocane Systems			
Physician Task			
Applying Foundational Science Concepts			
Diagnosis			
Health Maintenance Pharmacotherapy intervention & Management			
Site of Care			
Anibulatory			
Emergency Department			
n-Patient			
Patient Group			
Male			
řemale			

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SUBJECT EXAMINATION PROGRAM

PSYCHIATRY EXAMINATION

EXAMINEE PERFORMANCE PROFILE REPORT

NBME

ID: 2138

Name: Zangara Jason Andrew

665060 - Caribbean Medical University School of IVI

Total Equated Percent Correct Score: 53 Test Date(s): 06/26/2021

Score Interpretation Guide for Examinees

The enclosed performance report lists your subject examination, local and provided in performance mofile to aid it self-assessment. NBME subject examinations provide medical schools with a tool for measuring examinees, understanding of the clinical sciences. Questions on the examinations were written and reviewed by national test committees preparing material for Step 2 Clinical Knowledge (Cl.) of the United States Medical accessing Examination in SML. In Prior to publication, test forms are reviewed by a panel of course directors representing the content of each examination. Although these examinations are designed to be broadly appropriate as part of overall examinee assessment, course objective many across schools, and the congruence between subject examination content and course objectives wholed be considered when interpret for test scores.

Subject Examination Scores

The subject examination score is an equated percent correct score that represents master, 23 the content domain assessed by the examination, it is calculated as a percentage of items in the total content domain that washe be answered correctly based on an examinee's proficiency level on the test. The subject examination waves are equated allowed test administrations and are statistically adjusted for variations in test form difficulty. Consequently, these scores can be used to compare and track school and examinee performance over time.

The subject examination scores are placed on a classic percent correct metric to ease interpretation and usc. This scale provides a useful tool for comparing your performance with that of a nationally representative group taking the examination as an eng-of-clerkship assessment.

For recent administrations, the mean and standard deviation to: Hist-time examiners from ECME-sc., edited U.S. and Canadian medical schools were approximately 84 and 6, respectively.

Precision of Scores

Measurement error is present on all tests, and the standard error of measurement the No produces of index of the (im)precision of scores. The SEM indicates how far the score you ear con the examination is his error you are proficiency level. The SEM is approximately 3 for this examination.

Using the SEM, it is possible to calculate a score interval that indicates from much a core linguit vary across repeated testing using different sets of items covering the same content. An interval that will encompass about their orbits of the observed scores for a given true score may be found by adding the SEM to a score and subtracting it from much core. For example, if your rule proficiency on the examination is 75, the score you achieved to the examination will askally it wo three out of three) ratio between 72 and 78 (75 - 8 and 75 - 3).

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SHOUSET EXAMINATION PROBLAN

PSYCHIATRY EXAMINATION

EXAMINEE PERFORMANCE PROFILE REPORT



ID: 2138

Name: Zangara Jason Andrew

665060 - Caribbean Medical University School of M

Total Equated Percent Correct Score: 53 Test Date(s): 06/26/2021

Your score is shown above. The performance profile provides intermation regarding to the performance of first-time takers from CCME-accredited medical schools who file the examination as a final decision examination under standard testing conditions. The vertical the presents the medical certfor lance of this comparison group.

Performance bands indicate areas of relative strength and wear less, some bands are wide it noninchers. The width of a performance band reflects the precision of measurement, parrower bands indicate greater precision. Striped shading or a pand indicates that your performance band extends beyond the displayed portion of the leader because many of the content areas are based on a relatively small number of items, small differences in the location of bands should be over-interpreted. If two bands overlap, performance in the associated areas should be interpreted as a position. Please note that many items may contribute to more than one content area. Use caution when interpreting differences in performance across content areas.

	Lower	Avera ge	Highe
	Performance	Performance	Performanc
Organ System/Topic			
Psychotic Disorders			
Anxiety Disorders			
Mood Disorders			
Substance Use Disorders			
Diseases of the Nervous System			
Physician Task			
Diagnosis, including Foundational Science Concept			
Pharmacotherapy, Intervention & Management			
Site of Care			
Ambulatory			
Emergency Department			
Patient Group			
Mate			
Female			
Child (2-12)			

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SUBJECT EXAMINATION PROPERTY

FAMILY MEDICINE MODULAR CORE EXAMINATION

EXAMINEE PERFORMANCE PROFILE REPORT



ID: 2138

Name: Zangara Jason Andrew

665060 - Carlbbean Medical University School of M

FamC Equated Percent Correct Score: 58
Test Date(s): 07/28/2021

Score Interpretation Guide for Examinees

The enclosed performance report lists your subject examination score and provide a performance profile to aid in self-assessment. NBME—subject examinations provide medical schools with a tool to measuring examinees' understanding of the clinical sciences. Questions on the examinations were written and reviewed by national test committees. Prior to publication, test forms are reviewed by a panel of course directors representing the content of each examination. Although these examinations are designed to be broadly appropriate as part of overall examinee assessment, course objectives vary across schools, and the congruence between subject examination content and course objectives should be considered when interpreting test scores.

Subject Examination Scores

The subject examination score is an equated percent correct score that represents mastery of the content domain assessed by the examination. It is calculated as a percentage of items in the total content domain that would be answered correctly based on an examinee's proficiency level on the test. The subject examination scores are equated scross test administrations and are statistically adjusted for variations in test form difficulty. Consequently, these scores can be used to compare and track school and examinee performance over time.

The subject examination scores are placed on a classic percent correct metric to ease interpretation and use. This scale provides a useful tool for comparing your performance with that of a nationally representative group taking this examination as an end-of-clerkship assessment.

For recent administrations, the mean and standard deviation for first-time examineds from LCME-accredited U.S. and Canadian medical schools were approximately 77 and 7, respectively.

Precision of Scores

Measurement error is present on all tests, and the standard error of measurement (SEM) provides at index of the (im)precision of scores. The SEM indicates how far the score you earn on the examination is likely to stray from your true" proficiency level. The SEM is approximately 4 for this examination.

Using the SEM, it is possible to calculate a score interval that indicates how much a latere might various repeated testing using different sets of items covering the same content. An interval that will encompass about two thirds of the observed scores for a given true score may be found by adding the SEM to a score and subtracting it from that score. For example, if your true proficiency on the examination is 75, the score you achieved on the examination will usually (two times out of three) fall between 71 and 79 (75 - 4 and 75 + 4).

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THE HEET EXCENNINATION FROMERAND

FAMILY MEDICINE MODULAR CORE EXAMINATION

EXAMINEE PERFORMANCE PROFILE REPORT



Higher Performance

ID: 2138

Name: Zangara Jason Andrew

Older Adult (66 and older)

665060 - Caribbean Medical University School of M

FamC Equated Percent Correct Score: 58
Test Date(s): 07/28/2021

Your score is shown above. The performance profile provides information regarding your content area performance compared to the performance of first-time takers from LCME-accredited medical schools who took this examination as a final clerkship examination under standard testing conditions. The vertical line represents the mean performance of this comparison group.

Performance bands indicate areas of relative strength and weakness. Some bands are wider than others. The width of a performance band reflects the precision of measurement; harrower bands indicate greater precision. Striped shading of a band indicates that your performance band extends beyond the displayed portion of the scale. Because many of the content areas are based on a relatively small number of items, small differences in the location of bands should not be over-interpreted. If two bands overlap, performance in the associated areas should be interpreted as similar. Please note that many items may contribute to more than one content area. Use caution when interpreting differences in performance across content areas.

	Lower Performance	Average Performance	1
Organ System/Topic			
Musculoskeletal System and Skin & Subcutaneous Tissi	пe		
Cardiovascular and Respiratory Systems			
Physician Task			
Chronic Care			
Health Maintenance, Pharmacotherapy, Intervention & Management	k		
Diagnosis, including Foundational Science Concepts			
Patient Group			
Pediatric (0 17)			
Adult (18 - 65)			

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SUBJECT EXAMINATION PROGRAM

MEDICINE EXAMINATION

EXAMINEE PERFORMANCE PROFILE REPORT

NBME

ID: 2138 Total Equated Percent Correct Score: 57
Name: Zangara Jason Andrew Test Date(s): 08/03/2021

665060 - Caribbean Medical University School of M

Score Interpretation Guide for Examinees

The enclosed performance report lists your subject examination score and provide: ... be formance crofile to aid in self-assessment. NBME's subject examinations provide medical schools with a too-for measuring examinees, understanding of the clinical sciences. Questions on the examinations were written and reviewed by national test committees preparing material for Step 2 Clinical Knowledge (CK) of the United States Medica: Licensing Examination (FDSMLE'). Prior to publication, test forms are reviewed by a panel of course directors representing the content of each examination. Although these examinations are designed to be broadly appropriate as part of overall examinee assessment, course objectives cary across schools, and the congruence between subject examination content and course objectives should be considered when interpreting test scores.

Subject Examination Scores

The subject examination score is an equated percent correct score that remesents mastery of the content domain assessed by the examination. It is calculated as a percentage of items in the total content domain that would be answered correctly based on an examinee's proficiency level on the test. The subject examination scores are equated across test administrations and are statistically adjusted for variations in test form difficulty. Consequently, these scores can be used to compare and track school and examinee performance over time.

The subject examination scores are placed on a classic percent correct metric to ease interpretation and use. This scale provides a useful tool for comparing your performance with that of a nationally representative group taking this examination as an end-of-clerkship assessment.

For recent administrations, the mean and standard deviation for first-time examineer from LCME-accredited U.S. and Canadian medical schools were approximately 75 and 9, respectively

Precision of Scores

Measurement error is present on all tests, and the standard error of measurement (SEM) provides ar undex of the imprecision of scores. The SEM indicates how far the score you earn on the examination is likely to stray from you — frue" proficiency level. The SEM is approximately 4 for this examination.

Using the SEM, it is possible to calculate a score interval that indicates how much a cone might vary across repeated resting using different sets of items covering the same content. An interval that will encompass about two thirds of the observed scores for a given true score may be found by adding the SEM to a score and subtracting it from that score. For example, if your true proficiency on the examination is 75, the score you achieved on the examination with is usibly (two times out of three) fall between 71 and 79 (75 - 4 and 75 + 4).

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AUDJECT EXAMINATION PROCESSI

MEDICINETEXAMINATION

EXAMINEE PERFORMANCE PROFILE REPORT

NBME

ID: 2138

Older Aduit (66 and older)

Total Equated Percent Correct Score: 57

Test Date(s): 08/03/2021

Name: Zangara Jason Andrew

665060 - Caribbean Medical University School of M

Your score is shown above. The performance profile provides information regarding your content area performance compared to the performance of first-time takers from LCME-accredited medical schools who took this examination as a final clerkship examination under standard testing conditions. The vertical line represent the mean performance of this comparison group

Performance bands indicate areas of relative strength and weakness. Some bands are wider than others. The width of a performance band reflects the precision of measurement: narrower bands indicate greater precision. Striped shading of a band indicates that your performance band extends beyond the displayed portion of the scale. Because many of the content areas are based on a relatively small number of items, small differences in the location of bands should not be over-interpreted. If two bands overlap, performance in the associated areas should be interpreted as similar. Please note that many items may contribute to more than one content area. Use caution when interpreting differences in performance across content areas.

	Lowei Performance	Average Performance	Higher Performance
Organ System/Topic			
immune System and Blood and Lymphoreticular System			
Cardiovascular System			
Respiratory System			
Gastrointestinal System			
Female & Male Reproductive Systems, and Endocrine System			
Diseases of Skin and the Nervous and Musculoskeleta: System:			
Physician Task			
Applying Foundational Science Concepts			
Diagnosis			
Health Maintenance, Pharmacotherapy, Intervention & Mailage bent			
Site of Care			
Ambulatory			
Emergency Department			
in-Patient			
Patient Group			
Mare			
Fenrare			